



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

*How shall the Indians be Educated?* By Senator JAMES H. KYLE. North American Review, October.

"Industrial development must go hand in hand with the school, establishing the habits of labor and stimulating an ambition for accumulating property. The factors in the solution are: First, a belief that the Indian can be civilized; second, a well-defined policy; and, third, the divorcement of the entire Indian question from politics."

---

## FOREIGN NOTES

THE LONDON SCHOOL BOARD ELECTION.

*The Nation, December 13, 1894.*

The battle for possession of the London School Board must still go on, for the elections of November 22 can be described only as a drawn battle, with the gain of prestige for the Progressives. The total number of votes polled in 1891, when popular interest in schools was at a low ebb, was 891,000; in 1894, 1,587,000. In 1891 the Moderates (dogmatic party) numbered 28, the Progressives 22, various others 5. The board of 1894 contains 29 Moderates and 26 Progressives. But another comment deserves to be made: the total voting for the moderates was 671,734, for the Progressives, 807,632, so that in mere votes the latter had a majority. It is worth nothing, too, that almost always the Progressives head the poll with triumphant majorities; the Moderates creep in at the tail. Mr. Athelstan Riley, despite great efforts made by the Church party in Chelsea, was at the bottom of the poll, Mr. Diggle was lower than at the last election, and three of his most obedient henchmen were flung out. Mr. Lyulph Stanley will move what will practically be a vote of confidence in the teachers, which, if passed, will mean a reversal of the church policy, a reassertion of the compromise of 1871. The London School Board has more than half a million scholars upon its books, and administers funds to the extent of more than £2,000,000 per annum.

*The Journal of Education, (London,) Dec. 1, 1894.*

The battle of the London School Board has been fought, and the Moderates have gained a Pyrrhic victory, which is a moral triumph for the Progressives, and is likely to prove something more than a moral triumph. In almost every case where the champions of the two parties have been pitted together the Progressive has been returned at the head of the poll, sometimes with an overwhelming majority—13,000 in the case of Mr. Macnamara, 11,000 in the case of Mr. Gover, and 9,000 in the City for Miss Davenport Hill. The Chairman himself stands fourth on the poll, with 16,000 votes below Mr. Stanley, the leader of the opposition, and in Chelsea Mr. Riley gets in at the bottom of the poll and by the skin of his teeth. Mr. Diggle returns to power with a majority diminished from eleven to three, while on the total returns the opposition received 135,000 more votes than the government.

We have every reason to be satisfied with the result, and it is idle to regret that the Progressive leaders did not more accurately gauge their forces and play for larger stakes. But we cannot, with the *Daily Chronicle*, shout "Diggleism is dead!" Mr. Diggle, whether Chairman or not, will be the foremost member of the new Board, but Mr. Diggle is a consummate politician, and he will no longer allow the tail to wag the head. Rileyism *is* dead, and we prophesy that no more will be heard of the Circular, which, even under the late Board, was a *brutum fulmen*. What we do greatly regret is that so few Independents stood, and that of them only two or three were elected. From an educationist's point of view both Prebendary Eyton and Mr. Claud Montefiore are good men and true, and would have added to the strength of the Board. The worst consequence of this religious squabble has been to obscure or wholly eclipse the main issues that should determine an election, the adequate and economical provision of schools, their plant and staffing, their curricula and inspection, in short, the treatment by the Board of the children committed to its charge, and their teachers. When we think how secondary a part all such considerations played in the last election, we are tempted, like the Rector of Bishopsgate, to exclaim, "Hang theology!" but, being laymen, we forbear.

## SCHOOL ATHLETICS.

*The Journal of Education* (London,) Nov. 1, 1894.

Dr. Lauder Brunton is one of our leading medical authorities, and we listen with respect to anything he has to tell us about school hygiene; but he is not a public-school man, and the criticism on games and races that he let fall, in the course of his Harveian Oration, are too sweeping and general to come home to the consciences of public-school masters. Play, he tells us, should be analogous to the gambols of the lamb and the friskings of the colt, and "it was not merely foolish but wicked to insist upon boys engaging in games and contests, such as enforced races and paper-chases extending over several miles." As far as we are aware, Rugby is the only school whose withers are directly wrung by this denunciation. What we want to know is whether Dr. Brunton considers compulsory cricket and football, as it is practised at most public schools, prejudicial to healthy development; and if, as seems likely from the context, this is his view, we would ask him what substitute he has to suggest. The boy, if left to his own devices, will not frisk or gambol, but *loaf*, or, to speak by the card, a certain percentage will, under these conditions, infallibly loaf, and a few loafers may prove as infectious and fatal to a school as a few cases of scarlet fever.

## THE GERMAN UNIVERSITY.

*The Evening Post*, (N. Y.) Oct. 4, 1894.

Prof. Paulsen, in the *Deutsche Rundschau* for September, has an article on "The German University as an Educational Institution and as a Scientific Workshop," which is instructive reading to those interested in the question how far the German university system might with safety be engrafted upon

the American college. Neither to those who realize to what an extent the present leading position of German science is due to the singular blending in the German professor of the function of the investigator with that of the teacher, nor to those who know how temperate and fair Prof. Paulsen's attitude is toward all historic phenomena, can it be surprising that on the whole his estimate of the workings of the German system should be most favorable and optimistic. All the more weight, however, should be attached to his warnings against the spirit of narrow specialization which is more and more seriously threatening to deprive modern scientific research of its liberalizing and humanizing effects. It is indeed a powerful argument against those who look with mingled pity and scorn upon the large amount of time given by the American college professor to elementary teaching, that so great a man as Kant not infrequently offered more than twenty hours a week of instruction, dealing, apart from his own specialty, with such subjects as mathematics and physics, anthropology and physical geography. And those who in this country are endeavoring to preserve for the general culture studies their central position in the college curriculum, may derive some comfort in a seemingly hopeless struggle from the words with which Prof. Paulsen closes: "It would be a shame if the institutions which in the eighteenth century did so much to elevate the intellectual condition of the whole people, which have harbored men like Kant, Wolff, Melancthon, the teachers of the German nation, should end by becoming dwarfed into mere opportunities for special research."

Another interesting point brought out in this article is the plebeian origin of most of the men upon whom Germany, during the last two hundred years, has looked as her intellectual leaders, and the modesty of their financial resources. A contemporary of Kant and Fichte, the Göttingen professor Meiners, writing in 1802, declared that the majority of university professors of his time consisted of men "whom it would be difficult to introduce into society outside of their own circle, without their becoming objects of ridicule;" and he explained this by referring to their usually humble family connections. Nor can it be said that this condition of things was materially changed until our own day. Nearly all the great men of the older generation which is now beginning to be decimated—Waitz, Brunn, Mommsen, Virchow, Zarncke, and so many others—were sons of small tradesmen, subaltern officials, clergymen. There can be no question that the habitual sturdiness and fearlessness of mind which distinguishes so many German scholars is in some measure due to the struggle with adverse circumstances which most of them have had to undergo. Only very recently, chiefly as a consequence of the remarkable growth of industrialism brought about by the establishment of German unity, has there begun an influx of rich men into the professional ranks. Whether this will prove to be a beneficial change appears extremely doubtful. Prof. Paulsen, who is himself a splendid type of the unworldly, simple-minded scholars, sees a positive danger in it. He says:

"A professor who lives in a large style, who is ambitious to play a part in society, is thereby estranged from his students externally and internally. His house and his person are, as it were, removed from them. Let one only imagine how at the present time most professors would feel if it were suggested to them to take students as boarders—a thing which in the eighteenth century was a most common occurrence. But even the teaching capacity seems endangered by a very large income. Goethe somewhere says of himself, he could not work in a luxuriously furnished room, the productive mood being crowded out of his mind. Something of that sort, I should think, would easily happen to a rich professor. The teaching mood is crowded out by the splendor of his household. The great man appears to himself too fine for the humble task of instructing students in the elements of a science. Teaching is not an art for a man of the world."

## PUBLICATIONS RECEIVED

### PEDAGOGICS.

- PAGE: Graded Schools in the United States of America. By Mary H. Page. Head Mistress of the Skinner's Co's. School, Stamford Hill. Size 4x7½ in. pp. x 71. Price 60 cents. Macmillan & Co.
- PAINTER: Luther on Education. Including a Historical Introduction and a Translation of the Reformer's Two Most Important Educational Treatises. By F. V. N. Painter. A. M., Professor of Modern Languages in Roanoke College. Size 5½x7½ in. pp. v. 282. Price \$1. Philadelphia: Lutheran Publication Society.
- PARKER: No. 17. Higher Education in Iowa. By Leonard F. Parker, Professor of History in Iowa College. Size 5¼x9 in. pp. 190. Washington: Government Printing Office.
- POWELL: No. 15. The History of Education in Delaware. By Lyman P. Powell, A. B. Fellow in the Wharton School of Finance and Economy at the University of Pennsylvania. Size 5¼x9 in. pp. 188.
- RETWISCH: Jahresberichte uber das hohere Schulwesen herausgegeben von Conrad Retwisch. VIII Jahrgang. 1893. 6x9 in. R. Gaertners Verlagsbuchhandlung: Berlin, 1894.
- STEINER: Bureau of Education. Circular of Information. Nos. 2, 3 and 6, 1893. Contributions to American Educational History. Edited by Herbert B. Adams. No. 14. The History of Education in Connecticut. By Bernard C. Steiner, A. M., Ph. D. Size 5¼x9 in. pp. 300.
- THWING: The College Woman. By Charles Franklin Thwing, LL. D., President of the College for Women of Western Reserve University. Size 4½x7 in. pp. 169. The Baker & Taylor Co.

### ENGLISH LANGUAGE AND LITERATURE.

- CHAUCER: Chaucer's Canterbury Tales. Annotated and accented, with Illustrations of English Life in Chaucer's Time. By John Saunders. New and Revised Edition. With Illustrations from the Ellesmere MS. Size 5x7½ in. pp. xiv 487. Price \$1. Macmillan & Co.
- ELIOT: Silas Marner. The Weaver of Raveloe. By George Eliot. Size 5x7½ in. pp. 208. Price 30 cents. American Book Co.
- GOLDSMITH: The Students' Series of English Classics. Oliver Goldsmith's Traveler and Deserted Village. Edited by Warren Fenno Gregory, A. B., Hartford Public High School. Size 4¼x6½ in. pp. iv 79. Price 25 cents. Leach, Shewell & Sanborn.
- GOLLANCZ: See Shakespeare.
- GREGORY: See Goldsmith.
- LAMB: Riverside Literature Series. No. 64, 65 and 66. Tales from Shakespeare, by Charles and Mary Lamb. With an Introductory Sketch. In three parts. Size of each part, 4½x6½ in.; pp. xvii 304.
- LAMONT: Specimens of Exposition. Selected and Edited by Hammond Lamont A. B., Instructor in English in Harvard University. Size 4½x6½ in.; pp. 180. Henry Holt & Co.
- MACAULAY: Eclectic English Classics. An Essay on John Milton. By Lord Macaulay. Size 5x7½ in.; pp. 85. Price 20 cents. American Book Co.
- MILTON: L'Allegro, Il P-nseroso, Comus and Lycidas. By John Milton. Size 5x7½ in.; pp. 74. Price 20 cents. American Book Co.